

The A.T.A.

Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



VOL. II.

Edmonton, Alberta, November, 1921



No. 6

We Cannot Afford Not to Afford

Discussing the question of financing the increased expenditure necessary to provide greater facilities for education in continuation and secondary schools, Dr. Boyd, President of the Educational Institute of Scotland, recently remarked :

"I venture to answer that the times being what they are, there is as little question of affording or not affording as there was in the financing of army and navy during the war. What is at stake now as then is the *future of our people*. *We simply cannot afford not to afford. We must educate or perish.*"

"At this moment there are manifold signs of a coming renaissance in education, more especially among the working classes. That may be an omen of good or of evil. Whatever happens the quickening spirit will find expression for itself. *Let us give it the chance to help us, through evolution and not revolution,* in the direction of the new Britain of our war-time dreams."

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TRAILMAKERS OF THE NORTHWEST, by Paul Leland Haworth, author of *On the Headwaters of Peace River*, etc. (Illustrated).....\$3.00

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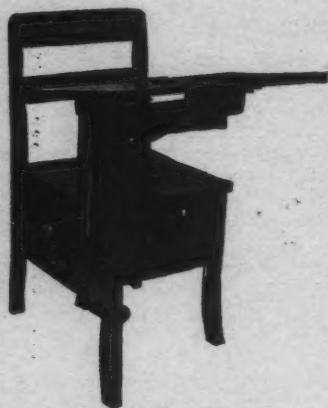
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The A. T. A. Magazine

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Official Organ of the Alberta Teachers' Alliance
Published on the Tenth of Each Month

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CASTOR SCHOOL BOARD
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Candidates selected for the above posts, who are
members of the A. T. A., are earnestly requested to
apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Avenue, Edmonton.

Official Announcements

TEACHER'S MONTHLY CHEQUE

The Alliance have received complaints from different parts
of the Province to the effect that school boards are ignoring
the recently enacted legislation that teachers be paid not less
than once each month.

We wish to assure our members that we are doing all pos-
sible to watch their interests in this matter. The following
letter, sent in reply to ours suggesting that many boards were
not carrying out the law, shows that the Department of Edu-
cation is alive to the matter and is doing what it can to inform
school boards of the change in the school law with regard to
the monthly payment of the teacher's salary:

Department of Education, Alberta.

Edmonton, October 14, 1921.

Dear Sir:

I am in receipt of your letter of the 12th inst., in which
you request the Department of Education to bring to the atten-
tion of school boards the new legislation with regard to the
monthly payment of teachers' salaries.

The Department has sent three copies of the School Ordinance to each district and has called the attention of the boards to the new legislation, and I am of the opinion that it is not due to lack of information that the teachers have not been paid regularly. The Department will co-operate with your organization in securing redress for the teachers, and I will endeavor to have the Inspectors call the attention of the secretary-treasurers of districts to the necessity of complying with the School Law with regard to the payment of teachers' salaries monthly.

I am of the opinion that the economic conditions prevailing in the country are the causes which prevent the districts from complying with the Ordinance. I hope, however, that through the efforts of the Department and the Inspectors the boards will make provisions when levying their assessment to have sufficient money on hand to pay the teacher's salary at the end of each month.

Yours truly,

(Sgd.) J. T. ROSS,
Deputy Minister.

Mr. John W. Barnett,
General Secretary-Treasurer,
Alberta Teachers' Alliance.

SEND IN NEWS ITEMS

Locals are not sending to headquarters news items. Reports of Local A.T.A. meetings, and all other items of educational interest should be sent for publication in the A.T.A. Magazine. A few members are sending along articles which are much appreciated but the majority are leaving others to do the work. The magazine should be supplied with information from the whole Province. Do not allow the few in the cities to supply the matter for insertion. Please try to do your share of the work.

Have YOU yet made any attempt to let our advertisers know that their advertisement in The A.T.A. Magazine has been noticed by YOU? Members of the A.T.A.: "Patronize A.T. A. Magazine advertisers."

RE PAYMENT PER ORDINANCE

Considerable confusion is still evidenced with respect to clause 155 of the Ordinance which governs the payment of teachers. Certain school boards yearly persist in mulcting their teachers of their just due; that is to say, in certain cases where the teacher has been unable to teach for less than 210 days the board desires them to accept less than 210 days' (a full year's) salary.

The Attorney General rules that there is a difference between "teaching days" and "days actually taught." There are 210 teaching days in a school year provided for in the School Ordinance and, if for some reason or other—long holidays for instance—or frequent closing of the school for other purposes, the teacher is unable to teach for as many as 210 days, the school board does not escape its obligation to pay the teacher during the school year 210-210ths of a year's salary. This means that a teacher engaged at the rate of \$1200 per annum who has taught throughout a school year and received, say 206 days' salary has a claim on the school board for the other four days' salary.

The following is a paragraph from a letter from the Department embodying the above-mentioned point:

"The difficulty or interpreting Section 155 appears to be the failure on your part (the board's part) to make a distinction between the term "teaching days" as given in the Ordinance and the term you use—"days taught." There are 210 legally authorized teaching days in any school year and if a teacher conducts school under a yearly agreement for the full number of days directed by the board he is entitled to a full year's salary. While the board has the right to require every

Hon. Duncan Marshall

Liberal Candidate for East Calgary
Dominion Election, December 6th

How appreciated outside Alberta:

The "Breeder's Gazette" of Chicago, America's greatest live stock journal, and a paper that is very conservative in its comments, made the following remarks with respect to Hon. Duncan Marshall, at the conclusion of a recent International exhibition in Chicago. The Gazette, under the heading, "A Welcome Dominion Guest," said:

"All guests from across the border are cordially welcomed to the International. Canadian breeders have contributed considerably and creditably to its exhibits, and the presence in generous numbers of representative stockmen from Quebec to Victoria has helped through the years to give distinct international atmosphere to the event. Without invidious comparison, however, and abating not the high esteem in which the assistance of all Canadian breeders is held, it is appropriate to voice appreciation of the presence of Duncan Marshall, minister of agriculture for Alberta. This man of strength and vision, rarely gifted with an eloquence that is voiced in knowledge rather than mere figure of speech, has brought much of inspiration to our breeders through his private counsels and his impressive, enthusiastic public addresses. He rendered cheerful and effective service at breeders' meeting and sales last week."



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To The Electors
of West Calgary
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Jos. T. Shaw

INDEPENDENT
CANDIDATE

To secure the fullest
expression in Parlia-
ment of our people, I
favor:

1. Proportional Representation.
2. Representation of all interests, including Labor, on railways and other commissions.
3. Abolition of the Senate.

To lower the present high cost of living and to further the development of our natural resources, I favor, among other things, the following:

1. Freeing foodstuffs from tariff duties.
2. The elimination of tariff duties.
3. The elimination of tariff duties on those implements of production used in farming, mining, fishing and forestry and in the development of all other natural resources.
4. Increase in the preference with Great Britain.
5. The downward revision of all other tariff duties.
6. The return of our natural resources.
7. Immediate reduction in transportation rates, and that all possible Government traffic should be carried over National Railways.
8. Economy and efficiency in Government.

YOUR VOTE AND INFLUENCE RESPECTFULLY
REQUESTED

teacher to teach the full number of authorized teaching days, if they arrange the vacation periods so that school is kept open for a less number than 210 days through no fault of the teacher, the said teacher is entitled to salary for the full year."

PAYMENTS REQUIRED OF MEMBERS

Annual Salary—	Membership Dues to A.T.A.	Subscription to A.T.A. Magazine	Assessment for C.T.F. Fund	Total
(1) Under \$1500 ...	\$4.00	\$1.00	\$1.00	\$6.00
(2) \$1500 but less than \$2000 ...	6.00	1.00	1.00	8.00
(3) \$2000 but less than \$2500 ...	8.00	1.00	1.00	10.00
(4) \$2500 and over	9.00	1.00	1.00	11.00

N.B. (1) Those who have already paid into the Edmonton Fund will deduct \$1.00 from the above total.

(2) The subscription to the A.T.A. Magazine is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

Secretaries of locals are earnestly requested to do their best to obtain the annual membership dues immediately. A collection drive now will be most acceptable to Headquarters.

The Membership Fee to the C.T.F. is now \$1.00 per member. This will have the effect of providing the C.T.F. with ample funds, and also make the larger provincial organizations bear a proportionate share of the financial burden.

RESOLUTIONS FOR NEXT ANNUAL GENERAL MEETING

Local Executives and members of locals are requested to proceed immediately with the passing of resolutions for sending to headquarters for the purpose of having them placed on the agenda of business for the Annual General Meeting.

This work has frequently been left until the closing weeks of the Alliance year, resulting in considerable overloading of local work when preparing for the A.G.M. Copies of all such resolutions sent to headquarters will be published in "The A.T.A. Magazine," so that members of the whole Provincial Alliance may have them under view for the remainder of the year.

"Whereas at present it is impossible for teachers to take a course leading to a University degree without attending lectures at the University, be it resolved: that the Edmonton Separate School Teachers' Alliance request the Alberta Teachers' Alliance to use its influence with the Minister of Education to provide an extramural University course which would enable such teachers to obtain a degree without actual attendance during the full term."—Edmonton Separate School.

"That rural school taxes be collected by municipalities, where such form of local government exists, irrespective of any desire to the contrary on the part of the rate-payers of the rural school district."—Chauvin.

"That the School Attendance Act be revised to compel children to attend school until they have passed grade eight, irrespective of age, unless mentally deficient."—Chauvin.

In the October number, mention was made of a son born to Mr. and Mrs. E. LeRoy Cody of Banff. On September 13 a daughter was born, and on October 10 Mrs. Cody passed away at the Banff Hospital. Mr. Cody has been compelled to give up teaching because of nervous breakdown, and the School Board has kindly granted him leave of absence until September, 1922.

Deepest sympathy is extended to our Mr. Cody in his bereavement and sincerest hopes are expressed that he may as speedily as possible recover from the severe strain to which he has recently been subjected.

News

MANITOBA TEACHERS AND TRUSTEES DESIRE A HIGHER STANDARD

Recommendations for a radical change in the standard of scholarship required for teachers in training have been made to the Advisory Board of Education by representatives of the Manitoba Teachers' Federation and the Manitoba Trustees' Association, Robert Fletcher, deputy minister of education, announced today.

The recommendations were presented at a meeting of the board held Thursday afternoon, and aim to improve the standard of scholarship required of persons who desire to enter the teaching profession permanently.

The board was asked to make grade 12 the minimum standard for permanent license as teacher; to raise the Normal school course for permanent standing two years as soon as convenient; during the suggested period of transition from the present system to issue limited certificates where necessary, based on grade 11 scholarship and one year's normal course.

The Advisory Board promised to give the matter careful consideration.

The changes are asked, Mr. Fletcher said, in order that the scholarship of teachers might be more on a parity with that obtaining in other professions, which are raising their standards.

It was urged that, if students were to adopt teaching as a profession and not merely as a temporary means of livelihood, it must progress in its standards in common with other professions such as law and medicine.

It was understood that the delegation was not asking that teachers who have qualified and are teaching under the present system should be asked to comply with the new standard if adopted, but that they would be protected in their present standing.

The present scholarship requirements are a minimum grade 11 standing for any certificate; for a permanent license one year's normal training; while for a limited license the present requirement is grade 11 standing and 15 weeks' normal course.

The committee from the Teachers' Federation comprised the following: Major C. K. Newcombe, G. J. Elliott, Miss M. McNiven, and H. W. Huntly, while J. W. Seator and H. W. Coxsmith represented the Provincial School Trustees' Association.—The "Winnipeg Tribune," Oct. 28th.

It is encouraging to see Manitoba take the lead in this matter. When trustees and teachers can unite their forces for a combined assault on cheap teaching, success seems assured. At the present time in Alberta things have apparently gone to the other extreme. Candidates for the teaching profession are still admitted to the Normal schools without full grade XI standing. And as reports from the various fall conventions come in it becomes evident that the number of "permit" teachers actually at work far exceeds any official figures heretofore published. While it is quite true that there are many imppecunious school districts in Alberta the fact remains that when the number of "permit" teachers in attendance at a convention is 10%, and in some cases 25%, or even 40% of the total registration, it is time to consider the serious and alarming nature of our present condition.

* * *

THE CASE OF W. D. BAYLEY SETTLED

We referred in our last issue to the dismissal of Principal W. D. Bayley, M.L.A., of the King George V. school, St. Boniface, and to the appointment of a Board of Reference to deal with the case. The result of the hearing before the Board of Reference seems to be that Mr. Bayley is temporarily reinstated, but that he will tender his resignation, which the St. Boniface Board may accept if public sentiment so demands.

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According to a report in the "Winnipeg Free Press," Mr. Bayley's address at the Winnipeg Labor Church in August last verged on "atheism." Mr. Bayley explained his viewpoint as follows:

"My viewpoint is that the idea of a 'Transcendent Personality,' apart from the world, directing it in absentee-landlord fashion and ruling as an autocrat, is out of date. I prefer the idea of an 'Imminent Principle,' that is, God in and through all experiences and relationships. To brand this as atheism simply betrays absolute ignorance of the best philosophic and scientific thought of today. I do not insult the 'common people' by giving them outworn conceptions which personally I have shed. Too many preachers are doing that."

He further defended himself on the ground that he was on holiday when the address was delivered, that he had violated no provision of the School Act, and that there is no legal standard of religious opinion prescribed for teachers.

Although full reports have appeared in the Winnipeg papers, the A.T.A. has no official report either from the Manitoba Teachers' Federation or from the Canadian Teachers' Federation. We take the liberty, therefore, of reproducing the following report of the case from the "School":

"The most important case to come before the Board of Reference recently was that of Principal W. D. Bayley, M.L.A., of the King George V. school, St. Boniface. Mr. Bayley delivered an address in the Labor Church, Winnipeg, early in August, on account of which appeared in a newspaper the following Monday. On the strength of this report of views alleged to have been expressed in this address and certain pressure brought to bear by ratepayers, the St. Boniface School Board dismissed him with two months' salary. Mr. Bayley appealed to the Manitoba Teachers' Federation and the executive of that body immediately took steps to enquire into the facts of the case. In the meantime the Canadian Teachers' Federation took action whereby teachers were warned about the situation. On getting the facts of the case, the Manitoba Teachers' Federation asked for the Board of Reference and this Board on further consideration ordered a sitting for October first, at St. Boniface. This Board consists of three members, namely, Mr. A. E. Hill, of Brandon, chairman, appointed by the Department, Mr. J. Allison Glen, of Russell, appointed by the Manitoba Trustees' Association, and Mr. C. W. Laidlaw, B.A., appointed by the Manitoba Teachers' Federation.

"The Board met on the first, and evidence was heard; and then on the suggestion of both Mr. Huntly, president of the M.T.F. and Mr. Marion, chairman of the St. Boniface School Board, both parties were allowed to retire and endeavor once more to come to an understanding independently of the Board. This the Board of Reference granted.

"After a lengthy conference the School Board agreed to reinstate Mr. Bayley into the principalship of King George V. school. This was done at their regular meeting, Tuesday, October 4th. Mr. Bayley stated, however, that if there was any extensive public feeling against his retaining the position, he would resign. His promise to abide by public opinion is embodied in a letter to the Federation. The following official statement in connection with this case was issued by the M.T.F.: 'The Federation desires to make a statement in connection with the rescinding by the School Board of the motion dismissing Mr. W. D. Bayley from his position as principal of King George V. school, in St. Boniface. This action of the trustees completes the vindication of Mr. Bayley in connection with the very unjust interpretation put upon his words uttered in Victoria park. The hearing before the Board of Reference brought out the true facts of the case and the School Board felt that in the light of these facts it could do nothing less than what simple justice demanded, withdraw the motion of dismissal.

"The Federation further wishes to state that Mr. Bayley feels that his position as principal in the school has been very much compromised by these unjust reports circulating among

the ratepayers of the district.

"To such an extent may this be the case that it may be possible that his usefulness as a teacher in the district may be to a considerable degree impaired. He is unwilling under these circumstances to undertake the work of the school and has placed his resignation in the hands of the Federation to be forwarded to the Board. Before sending it the Federation wishes to state that in the evidence given at the hearing before the Board of Reference, very high testimonies were given Mr. Bayley as a teacher and as principal of the school. In fact his qualifications in this respect appear to be of an unusually high standard. It would appear as if it were indeed unfortunate that a district should lose so well qualified a principal because of the lingering of any prejudice which should disappear in the light of the evidence given before the Board of Reference."

"Without doubt, this is a most signal accomplishment for the Manitoba Teachers' Federation. The Federation officials are to be congratulated on the vigor and sanity of their work, and the St. Boniface School Board on its willingness to abide by the facts of the case in a sportsmanlike manner. Both parties had a fair test of strength, both respect each other, and both have a healthy regard for public sentiment."

In spite of this result, however, it is difficult to see how Mr. Bayley's position—the really important thing—is much improved unless the St. Boniface Board refuses to accept his resignation. If the Board is satisfied that the "Free Press" report was erroneous, then Mr. Bayley has been wronged both by the "Free Press" and by the St. Boniface Board; and it becomes the manifest duty of the Board to make amends.

* * *

THE REPORTING OF THE DISARMAMENT CONFERENCE.

Official Washington Recognizes Pitman Shorthand

What percentage of people have given a thought to the manner in which a record of the proceedings of the Conference for the Limitation of Armaments will be made? The news that Frank R. Hanna and Herman H. Pechin, two writers of Pitman's shorthand, have been appointed by the Secretary of State to be the official reporters, reminds us what an important cog shorthand is in the machinery of every day official and business life. These official reporters will employ a corps of reporters of the highest standing—all Pitman writers. It is easy to imagine the chaotic state of affairs that would result from the entire elimination of the Pitman reporters. When Isaac Pitman invented his system in 1837, it is doubtful whether he dreamt of the volume and nature of the matter reported nowadays, and what part his system was to play in the organization of the modern affairs.

* * *

MEDICINE HAT LOCALS ARE ACTIVE! READ THEIR RESOLUTION

The High School Section of the Medicine Hat Local have formed a separate High School Teachers' Alliance. The following officers will act for this year: President, Miss J. A. Fraser; Vice-President, Miss Mary Fowler; Secretary, W. R. Baker.

Whereas it is generally conceded by leading educationalists that the best work with pupils cannot be done when there are more than 35 pupils in a room, and

Whereas eye specialists are unanimous in their opinion that serious injury to the eyes is caused by sitting close to the blackboard, the Teachers' Alliance protests against the present policy of the Board, of overcrowding the class rooms and thereby seating certain pupils too near the blackboard.

Whereas the minimum salary for teachers as adopted by the Board of Trustees is \$1100, The Teachers' Alliance protests against the action of the Board in engaging teachers at a salary less than the minimum, whether permanent or temporary.

Whereas it is contrary to the School Ordinance to engage unqualified teachers when there are qualified teachers available to take the position, and
Whereas it is unfair to the ratepayers to put classrooms in charge of unqualified teachers,
the Medicine Hat Teachers' Alliance protests against the action of the Medicine Hat School Board in engaging unqualified teachers, when there are qualified teachers in the city to take the positions.

Whereas, in the past, protests which have been sent to the School Board by the Medicine Hat Teachers' Alliance, have not always been considered and discussed by the Board, but left to a Committee to be finally dealt with,
the Medicine Hat Teachers' Alliance protests against such action of the Board and asks that these protests be discussed and finally disposed of in the presence of the representatives of the Medicine Hat Teachers' Alliance.

Principals of High Schools: Has your Committee on Curriculum Revision reported?

Reports

CASTOR AND CORONATION CONVENTION

On Thursday, Friday and Saturday, October 20, 21 and 22, a most successful and enjoyable joint convention of the teachers of the Castor and Coronation Inspectorates took place. Ninety teachers registered. President W. J. Hargrove, of Monitor, occupied the chair. Mayor Thomson in a very able speech welcomed the teachers to the town, and N. S. Fitzsimmons, of Castor, replied.

H. B. Doughty, of Coronation, gave very practical and useful suggestions on making school attractive outside of the regular course of studies. The teachers were very fortunate in having Miss Fisher, of the Calgary Normal school. She dealt with "Seat Work for Primary Grades," and "Silent Reading."

Inspector Gray of Consort explained how best to deal with some rural school problems. Mrs. Shannon, of Monitor, in dealing with composition, stressed the need of teaching more composition in our schools.

The practical demonstration on agriculture and physics, proved very helpful.

Miss Hargrove of Monitor, dealt with "School Fairs," a newer phase of school work. As she has had experience in this work, the suggestions and information she gave should prove very helpful to those wishing to take it up.

Miss N. P. Speers made a plea for more music in our schools; that a taste for good music be formed during early years. Inspector Yule demonstrated a number of group games. The teachers enjoyed this very much.

J. W. Barnett, the A.T.A. representative, gave a very instructive and interesting address. Three locals are being formed, so his labor has not been in vain. The U.F.A. should prove a lesson to the teachers, in the matter of organization.

Friday evening, the teachers were entertained at Densmore's Hall. Much regret was felt that Hon. Perren Baker could not be present. The pupils from Lake Thelma S.D. gave several choruses, doing credit to themselves and also to their teacher.

—A. C. Shannon, Monitor.

STONY PLAIN TEACHERS' CONVENTION

The Convention of the teachers of the Inspectorate of Mr. R. B. Brooks met in Stony Plain on Friday, October 21, 1921, beginning at 9:30 a.m. and closing at 5:30 p.m. the same day.

In the morning the Convention was called to order by Inspector Brooks and officers appointed. Mr. P. B. Sullivan was elected as Chairman and C. E. Clarke as Secretary-Treasurer of the Convention. The convention was then formally opened by singing "O Canada" and a short address by the Chairman, Mr. Sullivan of Evansburg.

Inspector Brooks then briefly addressed the teachers, taking as his topic, "The Purposes of the Convention." This was followed by an address on "History in the Rural Schools," by Mr. G. E. Martin of Spruce Grove after which discussion on this subject took place. G. F. McNally Esq., Supervisor of Schools, then gave an address on, "The Revision of the Curriculum in the Elementary Schools." The morning session then closed with the appointing of the following committees:

Resolution Committee—Messrs. Martin (Spruce Grove) and Panabeker (Muir Lake 3158).

Question Committee—Mr. McEleney (Stony Plain 322), Miss Hartley (Stony Plain 52), and Mrs. Sheridan (Edson).

The afternoon session opened at 2:30 p.m. with a paper by Mr. C. G. Austin of Glory Hills on "Grade IX in the One-Roomed School," followed by discussion. Supervisor G. F. McNally, Esq. then gave an address on "The Rural School Time-Table, allowing plenty of time for questions and discussion. The Convention was brought to an end by Inspector Brooks in his address on "Education and its Need in this Inspectorate." All the teachers were of the opinion that the Convention was a decided success but the general regret seemed to be that the time was too short and so a resolution was passed asking that next year the Convention be extended and run for two days instead of one day as was the case this year. This was the first year for the smaller conventions to be held and it was a great success. The number of teachers present was 36. In the evening there was a concert and dance given for the entertainment of the visiting teachers and everybody expressed himself as satisfied that the day had been well and profitably spent. Mr. P. B. Sullivan of Evansburg was again appointed Chairman for next year with Mr. C. E. Clarke of Stony Plain No. 52, as Secretary-Treasurer of the Teachers' Convention.

C. E. Clarke,

Sec.-Treas. Stony Plain Local.

WETASKIWIN CONVENTION

At the Wetaskiwin Convention held on the 20th and 21st October the interests of the A.T.A. were championed by Mr. E. B. Asselstine, M.A. The General Secretary-Treasurer found it impossible to be present and Mr. Asselstine delivered an address in his stead.

Mr. Asselstine spoke of the aims and objects of the Alliance as stated in the Constitution, and of the necessity of organization for efficiency, supporting his arguments by statements from addresses of Premier Greenfield and President Wood of the U.F.A. delivered before the Teachers' Annual Convention. He showed the attitude of our Government towards the Alliance. The Teachers' Alliance, he contended, was not in principle hostile to the Trustees Association, but these two bodies necessarily differed on the salary question through a difference of interest and that the difficulty could only be settled when both bodies became fully organized. This difficulty being settled, all should be harmony, because, apart from salary, the same object was common to both bodies—the furtherance of the cause of education. The salary question was briefly touched upon and the speaker showed that every teacher in the Province owed several hundred dollars per year to the work of the Alliance and he pointedly suggested that if the Alliance were to fail through lack of support salaries would not be long in going back to the old figure. Mr. Asselstine concluded by dealing with minor difficulties which appear to stand in the way of prospective members.

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MUNDARE LOCAL

The regular monthly meeting of the Local Teachers' Alliance was held here in the school at the regular hour, 2 p.m. After some discussion on the subject the following resolution was moved by Mr. J. McCrae, seconded by Mr. P. O'Connor:

"INASMUCH as rural and village school boards are entirely ignoring the recent legislation regarding the monthly payment of teachers' salaries, and in consequence teachers are not receiving salaries with any regularity, this Local requests the General Secretary-Treasurer to take the matter up with the Department of Education, with a view to having the Department circularize school boards, calling their attention to the above named recent legislation.

A letter from the General Secretary regarding fees to the general office, and regarding C.T.F. fees was read. This letter requested fees to be paid out of the September check. It was decided that all fees should be paid WHEN we received September's check. ("O Woeful When!")

A survey of non-members in surrounding districts was taken up with a view to extending our beneficent influence to fellow teachers.—Mundare, October 8th.

CROW'S NEST LOCAL

Crow's Nest Local have re-organized for the fall work under the following officers: President, Miss E. Fulton, of Blairmore; 1st Vice-President, D. R. Holman, of Hillcrest; 2nd Vice-President, Miss Smith, Coleman; Secretary-Treasurer, C. V. Asselstine, Bellevue.

CARDSTON LOCAL

The Cardstone Local have commenced their annual collection drive and campaign for new members. At a recent meeting Mr. D. O. Wight was elected President, Mr. Grant Lee, Vice-President, Miss Lucille Woolf, Secretary-Treasurer, and Mr. Golden L. Woolf, Corresponding Secretary. Matters of discipline concerning certain teachers and school boards in the Cardston District were discussed and the President was authorized to write headquarters for their ruling on these matters.

OYEN

Mr. J. A. Smith, High School Inspector for Alberta, spent last Friday, 16th, visiting our High School department and in his official report to the trustees said, "Oyen has the best one-roomed High School in the province."—*Oyen News*.

* * *

Miss C. E. Marsh, B.A., the teacher who brought the Oyen High School to its present standard of efficiency, owing to the heaviness of the work resigned in June and is now a member of the High River High School staff.

"PEDAGOGICAL HUMOUR FROM REAL LIFE."

"The Other Side of the Question."

In Southern Alberta when it is a dry year it is very, very, dry. Everything suffers with the drought.

It was in one of these poor years that a teacher of one of the rural schools was in the midst of a Junior Grade literature lesson. "Jeannette and Jo."

With great tone emphasis he put the leading question.

"And now class, who would you rather be like—Jo, who was always thinking of rainy weather, or Jeannette, who looked for brighter weather."

John was very anxious to answer this question; evidently he was sure of the correct answer. He was of a practical mind and generally sure of giving a fairly sensible answer.

"Please, 'Jo'! I'd rather be like 'Jo.' She didn't like dry spells and was always hoping that it was going to rain."

"Maybe Mrs. Cone's Ancestors Came Over in the Mayflower"

A city teacher received the following concise collection of humor:

Dear Teacher:

I want that you should help to find my Ikie his slate and pencil. He took it to school and he has lost it. It had a real rag outside and one corner was cracked like a funny looking letter "T." I would not care so much, but that it is my heirloom.

Yours truly, Mrs. Cone.

The Next Day There Came Another

Dear Teacher:

My little Elsie-Mable has lost her dear red doll. Please find it for her. It is made of sawdust and has lost its head and its left arm. I would not care but that it is a wonderful heirloom of my family.

Mrs. Cone.

P.S. Please my Ikie is telling me that you scold him for so much talking. He can't help it. So don't scold him please. It is hereditary.

Mrs. Cone.

"It Must Have Been That."

During her first day at school little Priscilla learned to write the words, "cat," and "rat."

The next day Miss — received the following note from an irate parent.

"Dear mis.

Cats alway rite the way you say but teech our Priscilla to spell Rat rite. You did not teech her too spell Rat with a capotile lettere. I insist that you teech her too spell it that way. This is the onli rite way, R-a-t.

from mrs. Nathaniel James Hoogan."

The best explanation is that her maiden name must have been, before he marriage, "Rat." Thus, "Miss Rat."

HER MISFORTUNE

An American professor who was studying at Edinburgh University roomed at the home of a thrifty Scotch family. Each morning Mrs. McAngus would come in with an age-scarred dustpan and a well-worn brush and sweep the floor, stooping about the place in back-breaking discomfort.

"I should think you would find it easier to use a broom," the professor ventured one morning.

"No doot, no doot," agreed Mrs. McAngus, "but I hae the brush and I hae not the broom, my mither having left the broom to the eldest child. The youngest braether got naething but a turkey wing."

WHILE YOU WAIT

President Meiklejohn of Amherst said in a recent address:

"These modern efficiency experts who would revolutionize all things remind me of the shorthand teacher.

"'Young ladies and gentlemen,' said the shorthand teacher in an address to a new class, 'we are told that it took Gray, the famous English poet, seven years to write that magnificent poem, the 'Elegy Written in a Country Churchyard.' Now, if Gray had been an adept in shorthand, he could have written that magnificent piece in seven, yes, in six minutes. We have students in this college who have done it in even less time.'"

GIFT SHOPPING Best Done NOW

Now is the time to begin Christmas shopping for those who enjoy putting individuality and discrimination into their choice of Gifts. The little additional time increases the delights both of giving and receiving.

DEAR SUSAN—

whose dainty habits you know so well—wouldn't she adore these Tricot Undersilks? They are perfectly fashioned and of the lovely soft quality that wears and washes so well.

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on all manner of smart Gloves of wool and silk this season. Consequently they have their assured place, along with the lovely new numbers in kid, among wanted Gifts.



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We Had Seven

(By Toberr B. Rowning, B.F.)

A simple child,
Untimely thrust into the High School strife,
Before she knows her alphabet,
What should she know of Life?

I met a little Grade Nine girl:
She was twelve years old, she said;
Her brain was rife with scraps of lore
That hurtled through her head.

She had a semimodish air,
And she was skimpily drest:
Her arms were bare, her neck was bare,
And naked was her breast.

"Through grades at school, my little maid,
How many have you passed?"
"How many? Seven at least," she said,
And gasped at me aghast.

"And what were they? I pray you tell."
She answered, "I don't know:
I passed two grades e'er I was nine,
And two a year ago.

"And all last year in Eight I stayed,
And studied there so splendid
I didn't have to pass that grade,
For I was recommended."

"You say, you passed two grades at nine,
And two the year succeeding:
Yet you have mastered seven grades!
This riddle is worth reading."

Then did the little maid reply,
"Seven grades at school had we;
But kids like me with extra push
Might skip a grade, you see."

"You seem alert, my little maid;
Your mental powers thrive:
If two were skipped, you must admit
That you've had only five."

"The grades I skipped don't count for much,"
Replied the little maid,
"It's only kids that have no push
That are by these delayed.

"The things they learn (which no one needs)
'Tis wiser to omit:
It leaves more room for better things
That nourish native wit.

"It means more time for games and sport;
More time for recreation;
More time for fun, which after all's
The end of education.

"It means more time for picture shows;
More time for beaux and dances,
And other sweet delirium
That school life so enhances.

"What's spelling and arithmetic,
What's jography and grammar,
Compared with such alluring ends
That blazon life with glamour?"

"What matters then a grade or two
In life's unsolved equation,
So long as nothing conflicts with
Essential education?"

In vain was further argument,
In vain were facts amassed her:
The little maid would not be swayed:
"Through seven grades I passed, sir."

"But two were skipped, their content missed,
And lost their wholesome leaven!"
'Twas wasting words and breeding guile,
For still the little maid would smile,
And say, "Sure I had seven."

From the Periodicals

The following extract is quoted from an article published in the New York Evening Post:

"Probably the most interesting feature of Maine's educational revival is the 'Teachers' Plattsburg' or school for helping teachers. Two years ago, when the teacher crisis was at its height, Superintendent Thomas persuaded the Governor and Legislature of Maine to let him select the best one hundred teachers in the state and send them, without expense to the teachers, to an intensive summer school of six weeks, after which they were to return as helping teachers to the rural schools. Another hundred went last year and a third group are busily engaged this summer preparing to be leaders in Maine's reconstituted rural schools.

"This means that the good teacher goes to the country, the state paying her a bonus of 25% of her salary at the end of the year. The conditions are that the teacher who goes in for this special work, must be recommended as of exceptional ability, must be genuinely interested in country life, and must be willing to teach in a country school. What she actually does is to teach from Tuesday to Saturday, spending Monday helping other teachers and teaching Saturday so other teachers can see how she does it."—From "The Elementary School Journal," September.

In an extensive article in the School Review for October, Mr. H. H. Moore, Secretary of the National Committee for Teaching Citizenship points out the need for a course in general sociology and economics in the High School grades. This course should deal with the complexities of the modern social system. There is no doubt that our tendency is to neglect the social sciences in the secondary school. The modern educated individual does not feel the need for any systematic training before he becomes mayor or member of parliament. The social sciences do not deal with material which would be more difficult for the High School student than algebra or chemistry.

There's a suggestion in this for the Curriculum Committee.

LET IT PASS

Gilbert K. Chesterton, the English essayist, was grumbling about the failure of his recent lecture tour.

"But you had good houses?" said the reporter sympathetically.

"Paper," said Mr. Chesterton. "Deadheads."

He made a gesture with his large, fat hand.

"I see now why you call America a free country," he said. "It's because everybody gets in without paying."

GREGG SHORTHAND IN CANADA

Gregg Shorthand, first published in England in 1888, was introduced to Canadian schools about twelve years later. At the present time the system is taught in 125 schools in the Dominion.

PRIVATE SCHOOL ENROLLMENT, 31%

The Report recently issued by the Dominion Bureau of Statistics, Ottawa, shows that for the year 1919-1920 the Private business colleges in Canada enrolled a total of 13,578 students. Of these, 4,284, or 31%, studied Gregg Shorthand.

TAUGHT IN PUBLIC SCHOOLS

In spite of the difficulties usually surrounding a change of shorthand systems in the public schools of the large cities, Gregg Shorthand has been adopted for the public schools of

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Morden, Ontario, Collegiate Institute

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In the recent speed contest held at Niagara Falls, Ontario, a writer of Gregg Shorthand not only won the World Championship trophy but broke two world records for speed and accuracy on straight, literary matter. These remarkable records were made possible by the simplicity, speed and accuracy of Gregg Shorthand.

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Further Training of Teachers Already Certified

(By Harry Charlesworth, President, Canadian Teachers' Federation)

(This paper was presented at the Imperial Conference of Teachers' Associations, Toronto, August 12, 1921.)—Ed.

Of all the educational problems confronting Canada at the present times, there is none so vitally and fundamentally important as that of the Training of Teachers, for the teacher is the keystone of the whole structure of our educational system. If persons of low scholastic attainments and little or no professional training are to be placed in charge of the mental development of the greatest asset this Dominion possesses, namely, its children, then our future citizenship will most surely fail to measure up to its responsibilities and our country will have missed the great opportunity it now has of being in the forefront of progress, and becoming one of the banner nations of civilization.

A close investigation of the situation with regard to Teacher-training in Canada reveals the following very definite facts, which apply generally in all provinces, and which cannot be ignored in any consideration of this question:

1. The academic requirements for the low-grade certificates are insufficient;
2. The percentage of teachers with low-grade certificates is far too high;
3. The period of Normal School Training is too short;
4. Diplomas are granted to teachers at an age which is not sufficiently mature. Young girls who have little knowledge and less experience of the complexities of modern life are entrusted with the impossible task of preparing scholars whose age is little short of their own to live successfully in a world they, themselves, know not of.
5. The brightest and best of our High School pupils—those with ambition, individuality and personality—are not being attracted to the teaching profession. Especially is this the case with the boys. The Normal Schools of Canada are receiving very few non-students, and unless something is done to remedy this deficiency, the teaching profession will soon become a ladies' profession. While the ladies are not inferior in teaching ability, or in scholarship, yet it will be readily admitted that our schools will suffer an irreparable loss if the boys of today—the men of tomorrow—are never to live a portion of their impressionable school life in close touch with a man who will fill the role of guide, philosopher and friend to them.
6. The average time spent in the teaching profession is short, due principally to three causes: (a) the remuneration given for service rendered is too low and hence teachers can improve their financial position by forsaking their profession for other lines of endeavor; (b) the teaching profession is used by many simply as a stepping stone to other careers; (c) the greater number of lady-teachers leave sooner or later to undertake matrimonial responsibilities.

From this it will be apparent that there must always be a large proportion of young teachers in the profession and hence the qualifications and preparation of such teachers is a matter of great importance.

The factors enumerated above have an important bearing upon the status of the teaching profession in Canada. There can be no question that it is very low. In fact in many minds, teaching is scarcely ranked as a profession, and the reason is not difficult to understand when one considers the lack of scholarship demanded of entrants to the profession, the short period of training required, and the consequent immature age at which diplomas or licenses are given. The most regrettable

thing in this connection lies in the fact that although many teachers, particularly those in High or Secondary Schools, have academic qualifications and a period of training equal to those required in other professions, yet even they do not receive their due professional recognition, owing to the unfortunate circumstance that the teaching profession is associated in many people's minds far less with these highly trained members than with the greater number who have had little training to merit professional recognition.

The professions of medicine, law, dentistry, engineering and nursing are respected by the public generally because of the high standard of scholarship and the lengthy period of training which all successful members of such professions must possess. If the teaching profession is to obtain the public recognition of its status, which its importance deserves, it must fall into line in this matter.

One of the main objects of the Canadian Teachers' Federation is to endeavor to raise the status of the Teaching Profession; it is, therefore, not surprising to find that body urging its members to do all in their power to add to their own qualifications and experience, and also asking responsible authorities in all Provinces to increase the requirements necessary for the low-grade certificates.

The Education Departments of the various provinces of Canada are fully alive to the situation as set forth above, and are generally striving to bring about what improvements are possible. The following extract from the Annual Report of the Hon. R. H. Grant, Minister of Education for Ontario, shows a deep insight into this vital question of teacher-training:

"For many years the teaching profession has been unpaid and the effect has been two-fold; to deplete the ranks of men teachers (they are now less than ten per cent of the whole) and to give small inducement to women teachers to remain. The effect upon the schools has been injurious from both causes. A good supply of young, inexperienced teachers, however bright and well-trained they are, does not give the results desired.

"As has been said so often, the teacher is the school. To modify the course, to provide better buildings, to create a wider unit of administration are all excellent lines of advancement. The fundamental problem is the quality and experience of the teacher. To hold the best teachers in the schools, by making the profession attractive for men as a life's vocation, and for women until marriage withdraws them, is the first step toward the re-vitalization of elementary education. While the salary paid is not the sole factor with a profession so unselfish as the teachers, it is undoubtedly a strong influence in shaping the careers of young men and women."

It would not be fair to our Provincial Departments of Education to omit from a discussion of teacher-training and grades of Certificates, a brief summary of the administrative difficulties which are encountered in attempting to raise the professional standards. First, there is the difficulty of the small isolated rural school, with its few scholars. Often conditions of living are such that few would care to accept such a school. The highly-qualified teacher naturally expects a good school in more or less comfortable and congenial surroundings, and hence none are available for the little communities in the out-of-the-way places. Yet the children must be given some kind of education, and to meet such situations low-grade certificates, or permits, have been granted. Such a solution of the difficulty may be the only one at present, but it is at best only a temporary expedient, for surely the day is

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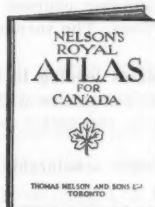
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coming when we shall recognize that children forced, through no fault of their own, to be brought up in such isolated centres are entitled to the same chance in the educational field as the more fortunate children of larger and more important centres. Surely, also, the day is long overdue, when the rural schools shall be made the experimenting or practising schools, for the young and inexperienced teachers to "try themselves out," in order that the city educational authorities may know whether they are competent to take charge of a group of city children, or not. Here is a problem of vital national importance, calling for the exercise of the highest qualities of far-seeing statesmanship. Its solution will need courage, for drastic changes involving larger financial outlays will be involved. But the tremendous gains would undoubtedly justify any expenditures. Canada is and will be for many, many years, largely rural in the type of its population. Development and production are essential to the country's progress, and the desire of all governments is to get people on to the land; to check, if possible, the movement from the land towards the cities. This growth of the rural population would no doubt be greatly aided if those who possessed the desire for rural pursuits could follow that desire with the knowledge that in so doing they were not depriving their children of the inherent right of every child, namely, the right to the highest educational training under the best possible teachers. It would seem that some such suggestions as the following would have to be put into operation to improve our rural schools:

1. The establishment of a special rural-training department in Normal Schools, where students with a desire for rural life might be specially trained in all the duties and responsibilities peculiar to rural schools and rural communities.

2. The appointment of competent teachers who have been successful in rural schools to act as "supervising instructors" over a number of rural schools, their duties being to visit as frequently as possible the younger teachers and assist them in overcoming the difficulties which are naturally encountered at first.

3. The raising of salaries of rural teachers to the level of those of city teachers.

Another difficulty is wholly financial. If the standards are raised, and the period of training lengthened, then there is the fear that there will be a shortage of candidates for the teaching profession. If the raising of standards is not accompanied by an increase in the salaries offered to graduates of Normal Schools, then this fear will certainly materialize, but if commencing salaries are based upon qualification and training, there will be no shortage, but a probable increase in the number of those wishing to enter the ranks of the profession.

The foregoing summary of Teacher-training has purposely been made somewhat comprehensive, for it is not possible to deal intelligently with the subject of "Further training of teachers already certified" without an understanding of what is implied by the words "training" and "already certified."

It will be quite evident, in view of what has been said of the shortcomings of our present training, that further training is both desirable and necessary for those with low-grade certificates. It is, however, just as imperative for those with higher certificates for the following reasons:

1. Normal Schools, even with a lengthened course, could not possibly give all the knowledge and training which is essential before teachers can give the highest and best service to their pupils.

2. Teachers, by practical experience and responsibility, learn what difficulties exist in class-room work, and hence are in a position to understand and appreciate more fully further training in overcoming such difficulties.

3. Educational systems, methods and practices are being subjected to expert investigations in the present day, and this scientific research is affecting already, and will continue to affect to a far greater degree in the future, the old theories and practices which have heretofore been commonly accepted.

For example, the old-time assumption that a pupil could be educated by cramming his mind with a mass of information and superficial knowledge, which could be reproduced at examination time by the more exercise of memory powers, is rapidly giving way to the more rational assumption that a pupil must be educated by the all-round development of all his faculties; that he must be so trained that he can adapt himself to whatever circumstances he may encounter. This latter type of education has led to promotion by means of general class records, and by "intelligence tests," in place of the old formal examination.

Again, the Martinet discipline of old, which inculcated implicit obedience and respect for authority, and which was undoubtedly effective, is now being superseded by a higher form of discipline—self-discipline—in which the pupils learn self-control and self-mastery. They are taught to do right for right's sake, instead of doing right merely because to do otherwise would bring punishment.

These are but two illustrations of the many fundamental changes to which education is being subjected during the present transition period, and only by constant study and by continually keeping in touch with modern educational movements can a teacher hope to keep pace with development.

4. A valuable factor of further training lies in the mental attitude. The preservation of the student-mind is worth much, for there is a tendency arising from the nature of their calling for teachers to become dogmatic and set in certain methods, ending in a narrow-mindedness, which is spoken of by some as a "class-room mind."

Dealing with the various forms of further training, we find most of the Provincial Education Departments have recognized the supreme importance of providing means for such training, by means of summer courses, and in general have followed along similar lines. The various forms may be summarized as:

(a) **Extra-mural courses leading to University degrees:**

These courses are held in connection with the Universities, but the degrees are of course recognized for the Academic Certificates.

(b) **Courses to increase scholarship, thereby raising the Grade of Certificate:**

These courses are to enable teachers who did not complete the High School Grades, or Matriculation, or Senior Matriculation before commencing to teach, to take these examinations and in the event of being successful their grade of certificate is raised in accordance with the scholastic conditions governing teachers' diplomas.

(c) **Courses for Special Diplomas:**

These are chiefly Manual Training, Home Economics, or Household Science, or Domestic Science.

(d) **Courses in Special Subjects:**

Such as Music, Art, Organized Play, Physical Education, Rural Science, Primary Work, Manual Arts.

(e) **Courses in School Administration:**

Covering Pedagogy, Psychology, Mental Measurements, Intelligence Tests, etc.

(f) **Library Courses:**

A course for training in the co-ordination of School and Library, Children's reading, selection of books, etc. "Teaching a child to study for himself."

There are three forms of further training which are not generally recognized, but which are of extreme importance.

1. **Reading Courses:**

These consist of set courses of reading for particular purposes and they have the decided advantage that they can be carried on during the teaching year, by using the spare time in reading along defined lines, instead of promiscuously.

In the Province of Alberta, before a Permanent Certificate of the Department of Education is issued, it is necessary for the teacher holding an interim certificate (1) to have taught successfully for one year in a school under the jurisdiction of



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Hon. Herbert E. Greenfield

Provincial Secretary.

the Department, (2) to have completed satisfactorily (as shown by examination) a Reading Course as outlined by the Department. For the present year the following courses are prescribed: For those holding Second Class Interim Certificates the careful reading of any one of the following books:

1. "How to Teach" (Strayer & Norsworthy);
2. "The Rural Teacher and His Work" (Foght);
3. "The Normal Child and Primary Education" (Gessell);
4. "Better Rural Schools" (Betts and Hall);
5. "Education Through Play" (Curtis);
6. "The Teaching of English" (Klapper);
7. "How to Teach the Fundamental Subjects" (Kendall & Mirick);

8. "Teaching Children to Read" (Klapper);
9. "How to Study" (McMurtry);
For those holding First Class Interim Certificates, the careful reading of any two of the following books:

1. "All the Children of All the People" (Smith);
2. "Introduction to High School Teaching" (Colvin);
3. "The Classroom Teacher" (Strayer and Engelhardt);
4. "Supervised Study" (Hall-Quest);
5. "Psychology of Childhood" (Norsworthy and Whitley);
6. "The Curriculum of the Elementary School" (Bonser);
7. "The Teaching of Arithmetic" (Klapper);
8. "Discipline as a School Problem" (Perry);
9. "The Intelligence of School Children" (Terman);
10. "Teaching Literature in the Grammar Grades" (Bolenius).

For those holding Academic Interim Certificates the careful reading of any three of the following books:

1. "Teaching History in Elementary and Secondary Schools" (Johnson);
2. "Comparative Education" (Sandiford);
3. "The Measurement of Intelligence" (Terman);
4. "The Junior High School" (Briggs);
5. "Measuring the Results of Teaching" (Monroe);
6. "Principles of Educational Sociology" (Clow);
7. "Public School Administration" (Cubberley);
8. "The High School Age" (King);
9. "Teaching English in Secondary Schools" (Thomas);
10. "Principles of Secondary Education" (Inglis);
11. "Methods of Teaching in High Schools" (Parker).

2. Research Courses:

These courses are of extreme value, and should be more generally adopted. There is a great field for educational research work in Canada, and University Professors, Normal School Instructors, High School Teachers and Elementary School Teachers could render great service to the Dominion, as well as gain great benefit for themselves, by undertaking work of such a nature. There is a deplorable lack of statistical information with regard to many aspects of educational endeavor, and much energy, as well as money, is being wasted because of the failure to apply business-like ways of checking up the efficiency of systems.

The Education Department of Alberta offers Research work as an alternative to a Reading Course, for the Permanent Academic Certificate. There can be no reason why the Permanent Teachers should not also follow up such courses. The work assigned for 1922 is:

1. An age-grade classification of the pupils of a town or city school according to the Strayer-Engelhardt age-grade system and a detailed study of all pupils who are not "at age" to determine why they are over-age or under-age as the case may be.

2. A study of the intelligence and mental ages of the pupils of your school as determined by a group intelligence examination and an age-grade classification of the pupils on the basis of their mental ages. This study might aim to determine the extent to which the real retardation in the school on the basis of mental ability is found among the over-age pupils and the under-age pupils respectively.

3. The measurement of the improvement in your school during a year or a term in reading, writing, spelling and arithmetic as determined by standardized tests in these subjects given at the beginning of the period and again at the close. (See V.A.C. Henmon: *Improvement in School Subjects throughout the School Year*. Journal of Education Research 1:81-95, February 1920).

In this connection, it is to be hoped that the Dominion Bureau of Education to be formed under the auspices of the National Council of Education, will soon be brought into existence. The United States Bureau of Education is rendering magnificent service in the cause of education, and Canada cannot afford to delay much longer the establishment of a "clearing house" for all educational thought. With such a bureau in existence to give direction, definite lines of scientific educational research could be carried on in all parts of the Dominion.

Another educational feature which would assist also in further training would be the establishment of a high type of Educational Journal, one which would be recognized by all teachers as embodying the best and most up-to-date information concerning all matters connected with education. The staff should consist of expert educationalists, and the endeavor should be to make the Journal take the same place in the Teaching Profession as the Medical, Law and Engineering Journals respectively fill in the Professions with which they are concerned.

3. Travel:

There can be no question that for all teachers, but particularly for those with high qualifications and experience, travel constitutes one of the finest educational courses possible. Nothing so broadens one's outlook, and increases one's experience as a visit to new places, and for teachers who have to deal so largely with geographical data and historical events, it would be imperative that they should see for themselves as much as possible of the lands with which they deal, and especially be familiar with their own country. Many Canadian teachers know little of the Province in which they dwell and much less of other Provinces, the reason being most probably that they cannot afford to travel far afield. The suggestion has been made that during the summer vacation teachers should be granted special rates on Canadian lines of transportation, and it is to be hoped that some action may be taken in this regard. The organized tours in connection with the "Hands Across the Sea" have enabled many teachers to visit Europe, under the most pleasant conditions, while the practice of "exchanging teachers" between various parts of the British Empire—an innovation in which the "League of the Empire" has played a prominent part—is one of inestimable benefit to teachers, and should certainly be extended as far as possible. A strong bond of fellowship already exists between Teachers of the Empire, and the interchange of teachers serves to strengthen that bond, and will ultimately enable each country to be better informed concerning the educational institutions of the other units of the great Empire to which all are proud to belong.

All of these courses of further training may be said to bear directly on the Teaching Profession, but it is extremely desirable that teachers should take courses outside of their own particular sphere, in order to widen their horizon, and also enable them to understand more of the world's affairs. Business courses would be found extremely valuable to many teachers. Principals of schools particularly would benefit from a knowledge of business administration and office management. Indexing, filing, précis-writing, the writing of business letters, etc., will all be helpful in the administration of a school. Courses in elocution, public-speaking and debating would increase a teacher's efficiency, while a study of Social and Political Economy would seem essential to the teacher who wishes to correctly interpret and place in proper perspective the various happenings of our present day civilization.

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The difficulties in connection with further training are mainly:

1. The strain of teaching makes the relaxation of a holiday imperative, and hence many teachers for reasons of health cannot attend courses which involve close application. Summer School officials recognize this fact, and provide for as many recreations as possible.

2. The expense involved is a hardship in some cases. The authorities in most provinces generously pay transportation charges to and from the schools, so as to lighten the financial burden for those who attend.

3. The greatest drawback, however, to the courses as at present constituted lies in the fact that teachers attending the Summer Schools obtain little or no recognition, either financially or by promotion when opportunity occurs, from the Departments of Education or School Boards. The majority of School Boards are quite indifferent whether their teachers take extra training or not, and hence they offer the same remuneration to the teacher who is professionally dead as to the one who is so anxious to fit himself to give full and efficient service to the pupils committed to his charge, that he takes every opportunity, even at a personal sacrifice, to further add to his qualifications. It is not unreasonable, surely, to expect

that teachers will be financially rewarded for their superior fitness to render increased service and where the system has been tried by any board it has resulted in their having an excellent staff of teachers, and the results have more than justified the small increase of expenditure necessary to give such recognition.

A system of Credits for additional certificates gained at summer schools, or by other means, might well be adopted by Education Departments, such credits to count towards the raising of the grade of Professional Certificate granted to the teacher. This would enable those with low-grade certificates to gradually work up to a higher class, and this method, together with the raising of future standards for admission as teachers, would soon result in a general raising of the standards of the profession.

When the status is raised, better recruits will be attracted, and when the financial rewards are made commensurate with the qualifications and training demanded, then the best teachers will receive sufficient to enable them to provide for themselves and their dependents and to face the future with confidence, without having to forsake that high calling for which they are particularly fitted, and for which they have studiously and laboriously trained.

Vacation Schools

(By Maurice Rookwood, Highlands Junior High School, Edmonton.)

Criticisms of our present school system have been many and varied. Some of these have been merely destructive criticisms, which while pointing out the weak places in our present system have offered no practical suggestions as to how these weak places might be strengthened. On the other hand there have been some constructive criticisms which have shown how improvements can be made to our educational system by means of which that system may be brought nearer to that ideal state of efficiency when our schools shall serve "all the children of all the people."

Some of these criticisms are worth mentioning inasmuch as they—and the remedies proposed for them—fall within the scope of this essay. They deal principally with waste in the school system and may be classified as:

(a) Waste resulting from the short time the plant is used both in hours per day and days per year.

(b) Waste resulting from the lockstep of our present school system, the slower pupil being required to repeat a full year's work as the result perhaps of low marks in one subject; the bright pupil being held back to the level of the majority and being promoted at the same rate of one grade in one year, or on the other hand being accorded the doubtful privilege of skipping a grade.

(c) Waste occasioned by the futile effort of attempting to fit square pegs into round holes; that is, in forcing every pupil to reach a certain standard of excellence in every subject, as a condition of passing on to the next grade, irrespective of whether the material presented and the training given is of a type suitable to the individual pupil or not.

(d) National waste due to inefficient and partly trained workers who left school as soon as the age limit was reached often without even attaining Grade VIII standing. The potential loss to the state due to this inefficiency is enormous.

(e) Waste, especially in the big cities, as a result of the long summer vacation. The children of the well-to-do are usually sent away to the country or to the sea-side, but the great majority—those who cannot afford such a holiday—remain in the city, with nothing to do but play in the hot, dirty streets, or the even hotter, dusty homes in comparison with

which the big airy class-room of a modern school would seem delightfully cool and attractive.

Let us see how this waste can be eliminated by the various types of vacation schools.

Origin of Vacation Schools—Early Types, Their Methods and Results

Vacation schools owe their origin not so much to an educational interest on the part of their promoters as to a social interest. The schools as originally established grew out of a desire to provide some sort of activity which should provide zest and pleasure to the long days of the summer vacation, but should also, for the older children especially, yield results which would have a distinctly educative value.

Originally the same general plan was followed in all the schools. The principal idea was to exclude almost entirely the use of books, and provide for a maximum amount of actual handwork by the pupil; the direct observation of objects studied and numerous excursions for the purpose of seeing and doing.

In the early schools such activities were carried on as to appeal to each individual taste. For the smaller children, whittling, paper-folding and cardboard construction work was given; for the older pupils drawing, painting and designing; singing, marching and gymnastics gave variety to the program; work of a practical, home, and industrial nature was given, such as chair-caning, basketry, bench-work, fret-sawing and Venetian iron-work, which appealed particularly to the older boys; for the girls there would be sewing, cooking, weaving, embroidery, crocheting, millinery and dress-making. The excursions gave a splendid opportunity for direct observation, and a first-hand study of nature, as well as for spontaneous and unobstructed play in the open air. In brief, the school afforded a happy combination of serious study and invigorating outing.

Students who have followed the evolution of our present hide-bound system of education and its rigid inflexible curriculum for the public schools might well be pardoned when they ask in amazement how such a radical change from the stereotyped system of education came to be countenanced at

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all by the powers-that-be. Really, however, the explanation of the unusual directness and freedom of adaptation to previous social demands is not hard to find.

In the first place, the fact that the schools were to be held in vacation time, when recreation was presumed to be a controlling motive, suggested that the work done should be of a different type from that undertaken by the ordinary school. The vacation school was free therefore to consider primarily the requirements of the social groups from which the pupils would be drawn.

Then, too, the leaders of the vacation school movement had not been directly engaged in school work, and their main interests and sympathies were centred in problems of social well-being.

Vacation schools as originally conceived, then, were not part of an educational movement but were looked upon as a means of social betterment.

Probably in no other part of the educational field has there been a more honest attempt to adapt the work of the school to the practical requirements of specialized social conditions than in this type of vacation-school movement.

The results of this type of vacation school bearing upon our general educational program have been two-fold. First, the value and desirability of training our pupils in constructive ability has been ably demonstrated. As one prominent educationist has tersely put it: "If more were done BY the child, less would have to be done FOR him and less TO him." Secondly, the value and practicability of the school excursion has been clearly shown.

Other Types of Vacation Schools

As already mentioned, vacation schools were originated not by educationists but by persons primarily interested in social conditions and social betterment. In some cases the schools were begun through the activities of women's clubs or parents' associations. In Joliet, Illinois, a vacation school begun in this way took the form of a prevocational school and about two hundred boys attained proficiency in the making of chairs, benches and furniture of all kinds, giving them a practical insight into the work of cabinet-making.

In other centres varied types of courses have been put on. In New York a very popular course on safety devices was put on, the pupils being instructed as to the proper manner of crossing streets, getting on and off street cars, operating hand fire-extinguishers and similar appliances. In Chicago, emphasis was placed on sewing, cooking, physical education, housekeeping and nature study.

Still another type of vacation school, is the school which conducts classes in the regular subjects of the school curriculum.

Promotion Classes—(1) Aims

Under this type we have two kinds of pupils enrolled, viz:

- (1) Backward pupils seeking to make up deficiencies or work off conditions; and
- (2) Ambitious pupils wishing to qualify for a higher grade.

(2) Results

As a result of the work done in these promotion classes, a number of pupils were recommended for a higher grade in September.

The principals at first strongly demurred, but of the pupils who finally were passed up one grade on these recommendations, ninety per cent. sustained themselves. These results show plainly what an ambitious child can do if given a chance, and they are certainly a revelation to those teachers and principals obsessed with the idea that all must march lock-step through the grades of the public school.

These promotion classes showed three important facts. First, that there were hundreds of pupils eager to study during the summer if by so doing they could catch up a year in school. Second, that neither the minds nor the bodies of the

pupils received any harm from the summer study; and, third, the time gained by these pupils meant a financial gain to the city inasmuch as they would complete the public school course one year earlier, allowing their places in the class-rooms to be taken by other pupils.

Arguments For and Against the Establishment of Vacation Schools

In preliminary canvasses which have been held for the purpose of obtaining public opinion on the question of vacation schools, the two principal arguments used against the establishment of such schools were: (1) That both the child and the teacher would be overworked. This objection was given by both parents and physicians.

(2) That an all-year-school would result in an increase of approximately twenty per cent. in the cost of the school.

In answer to the first objection it might be stated that weak children are excluded on the advice of a medical inspector. For the others, what time of year is safer to have children in school with a big airy class-room and all the windows open? How much preferable is this to the usually small hot rooms of the average city house or tenement, or the hot, dusty city street! This is especially true when the school is fitted up with a good gymnasium, shower-baths and extensive play-grounds.

Briefly, the arguments in favor of vacation schools are as follows:

- (1) More pupils would complete the elementary school and get into high school.
- (2) Boys would be helped to get suitable work by means of the pre-vocational work and vocational guidance.
- (3) Wider use of the school plant.
- (4) An average pupil in passing through public school would save one or two years.
- (5) Cost per pupil would therefore be reduced.
- (6) By reason of the more rapid progress through school twenty-five per cent. more pupils could be accommodated than at present, with the same outlay for plant.

Conclusion

As a result of a study of the vacation schools already existing, one is forced to the conclusion that vacation schools or summer schools with promotion classes will lead inevitably to the establishment of all-year schools.

One of the prime objections usually offered, especially by business men, is the additional expense and the consequent raising of the tax rate.

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Address of Welcome

(Delivered before the Canadian Teachers' Federation by Mrs. Groves, Chairman of the Management Committee, Toronto Board of Education.)

Mr. Chairman, Ladies and Gentlemen:

It is my pleasure as Chairman of the Management Committee of the Board of Education to welcome you, not only to Toronto, but to this Administrative Building, to this Board Room, in which you will conduct your Conference and deliberate upon educational matters, all of which will, I am sure, result in the greatest of good for education all over Canada. We are proud to have you meet in Toronto, you have paid us a compliment by choosing this city as your meeting place. It is my earnest hope that you will not be disappointed, and that we shall not fail in our hospitality to you. May you go back to your homes in the east and in the west feeling that your time and your money have been well spent.

We, whose homes are in the east are particularly glad to meet so many from the west. From

"Out where the hand-clasp's a little stronger,
Out where the smile dwells a little longer,
Out where the sun is a little brighter,
Where the snows that fall are a trifle whiter,
Where the bonds of home are a wee bit tighter."

Like your country, breezy and sunny, with its wonderful possibilities we are glad to welcome you. We are looking to you Westerners for great things educationally in the future. You will not, I am sure, disappoint us.

We hope the weather will prove to be propitious. We have urged the weather man to do his best. But in case you should find the atmosphere a little warm—well, I can only say this, you will find our hearts still warmer. You are among friends who will gladly minister to your comfort and your happiness. Have a good time, enjoy yourselves, and if you don't see what you want, ask Mr. Fraser for it.

Will you pardon a personal word. I am specially interested in this organization, not only as a member of the Toronto Board of Education, but as one of yourselves, for I, too, was a teacher, and the wife of a teacher, and the whole warp of my life is interwoven in the woof of education in Canada. I have felt for a long time that there was great need for a nation-wide organization of teachers in Canada. An organization along the right lines, an organization with power enough to see the big things, not only in the profession, but the big things for education. An organization strong enough to insist upon certain educational requirements. An organization that will rise above personal aggrandisement or petty individual advances. One that will never permit the pity-the-poor-teacher slogan, for education must become more and more a profession, and the educator more and more of an expert than it has ever been in the past, and it ill becomes any teacher to do anything to lessen the dignity of his calling by any such wall.

It is no wonder that teaching in the past has been regarded of such small account and the teachers' rank as far below that of a doctor, lawyer, preacher or engineer. The salaries were such that only those who had the welfare of the child really and truly at heart would dream of ever taking up teaching as a life work. I have in mind the case of a woman who came to me last year. Her husband, who had taught me in High School, had just died. He had had a very brilliant career as a student, honors all along the line, two gold medals to his credit, and I know of no man who had set his mark upon the young people who passed through his hands to the same extent as he had. His widow said to me "If I might only receive his superannuation for three months' longer I could pay everything and start the world afresh." A woman

between sixty and seventy years of age, debts all paid, starting the world afresh! In any other walk of life given the same standing and the same success that was his, could such a thing happen? There has been an improvement in the financial situation from the viewpoint of the teacher, during the past year or two, but there must still be a greater improvement if the highest grade men and women are to be attracted into the teaching profession. I hope the time is coming when a teacher will be able to go to the sources of inspiration and drink freely and not feel that he is jeopardizing his chances for an old age, secure from worry, by so doing. Music, Art, Travel, Good Books, Recreation—these are the things that a teacher needs. Then, too, he should be able to carry such an insurance that his family would be provided for in the event of his death. And he should be able to save so that when he is laid aside his superannuation allowance might be supplemented by his savings, and his last days spent in comfort.

But hand in hand with this financial improvement which is coming beyond a doubt, there must be an improvement in standard. We have all noticed for some time the upward trend in the profession, but a still greater increase in preparation for the life work of a teacher is needed in order to more firmly establish teaching as a profession. The courses of instruction for doctors, lawyers, ministers, engineers, have increased greatly during the last few years, and industrial concerns have gone further in the training of their employees for leadership than have the Teachers' Colleges and Training Schools. Given this larger training, the teacher must be given a free hand to go ahead. He must be encouraged to carry on all sorts of research work. Last year, when I was in Northern Ontario with a party of teachers we visited Iroquois Falls, where are situated immense pulp mills. There was a Suggestion Room for the employees. Any employee who made a suggestion which upon being carried out proved a money-saver to the Company, received a thousand dollars. Every employee was encouraged to improve and invent. The time has come when we too must have an educational suggestion room. Teachers must be encouraged to do constructive work, they must be invited to suggest and create, and to carry on all kinds of research work and then, to give to Canada the result of their findings.

Our Inspectoral system in Ontario is not the system that is best fitted to bring out the very best in our teachers. In the first place, I believe the name "Inspector" is wrong. It savours too much of the idea of policing. A former Minister of Education in Ontario spoke of the Inspectors as "glorified detectives." I believe the function of an Inspector should be to inspire, to create, to direct, to suggest. Again, what would you think of a doctor who has graduated from a reputable school of medicine and become a specialist in children's diseases being inspected by a doctor who has specialized in rheumatism or cancer? And yet we have just an anomaly in our Public School system. A teacher who has graduated from a Teachers' College and has specialized in Primary work, is often inspected by an Inspector who has specialized in mathematics, classics or science.

It must be the duty of the teacher to sell education to the public, and it must be his task to advertise his goods. Did you ever notice how anything new in education is looked at askance by the public? What a struggle there was to introduce Manual Training and Domestic Science, and, in fact, all technical training into our Schools. On all sides we heard nothing but the glorification of the three R's. "Such teaching

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was good enough for us, and it ought to be good enough for the children of today." Now I do not wish in any way to minimize the teaching of the three R's, and I am not one of those reformers who think that the three R's can be taught incidentally; I believe they should have a large and a specific place upon the school programme. But a school whose curriculum contained nothing but the three R's would be a very sorry place indeed. There is nothing the public enjoys more than to shout "fads and frills" the moment anything new in education is mooted. It is not so in other walks of life. Take medicine, for example. A few years ago if there was anything wrong with a patient, from an earache to a sore throat, an operation for appendicitis followed. Later, when the doctor was sent for, no matter what the ailment, he decided to cut out the patient's tonsils. Still later, any illness was but an excuse for extracting a perfectly good set of sound teeth. And the public stood for it, and is still standing for it, and goes about minus its appendix, minus its tonsils, and adorned with an ill-fitting set of "store teeth," and tells everybody who cares to listen what wonderful strides have been made in medicine in the last few years. Teachers, could the teaching profession put anything like that over on the public?

I have frequently noticed when I have to mount the hustings and tell the people what an awfully good fellow I am, how the Toronto Board of Education would go to pieces were it not for me, how much I have done for the children of Toronto, they listen, politely, sometimes. But only those who have children are at all interested. But a would-be Controller gets up to speak, his topic is transportation. Instantly everybody is on the *qui vive*, for everybody is interested. Everybody takes the street car, and he may be the means of their saving five minutes of their good time both morning and evening.

The importance of the work of an educator was never more crucial than at the present time. The future of Canada is trembling in the balance. Is she going to be found wanting as a nation? Are the other nations going to outweigh her? The answers to these questions lie with the teacher. It is only a trained and educated citizenship that can draw the best out of any country. What good are all our vast resources, our magnificent facilities for transportation, if we have not the trained mind of the scientist and the engineer to develop them? The resources were here long before the white man came, but what good were they to the Indian who knew not how to extract them from the bowels of the earth?

Teachers must have a greater knowledge of, and a greater insight into, child nature. The statement has been made that the greatest psychologists of modern times are the moving-picture producers, and the greatest teacher (because he speaks to most children) Charlie Chaplin. Now what is his charm to the children? He makes them laugh. He appeals to that crude sense of humor that seems to be innate in every child. Hear the rollicking roars of laughter that rock the theatre to its very foundation when Charlie throws a pie, and it hits the victim square in the face. If the pie is juicy and spatters all over the place so much the better. Teachers, what are you doing to cater to that innate sense of humor in every child? Now do not mistake me, I am not suggesting that you cater to it that slap-stick, pumpkin pie throwing style that characterizes Charlie; that is horrible. But surely there is a way of using this sense of humor to the furthering of educational ends. In all our school books from cover to cover is there anything at all to make the children laugh? True, a good deal of our humor is such that it could not be introduced into the school-room. But on the other hand there are certain old fogies connected with every educational system who seem to think the last duty of an educator is to make the children smile. Let us take a look at our readers. There are dirges galore, tragedies unending, wars and rumors of wars. The Burial of Moses, the Inchope Rock, The Burial of Sir John Moore, Lord Ullen's daughter, beautiful pieces of literature

without a doubt, but why dwell on such gloomy subjects? I believe in the psychology of Wordsworth, when he says:

"A simple child, that lightly draws its breath
And feels its life in every limb,
What should it know of death?"

Surely the literary editors of our text-books are not going to take Shakespeare literally when he says

"Of comfort no man speak!"

Let's talk of graves, and worms, and epitaphs,

Make dust our paper, and with rainy eyes

Write sorrow on the bosom of the earth."

The children, dear hearts, they'll learn the sorrows of life soon enough. Let us put as much joy and sunshine into their school lives as we can crowd in. A short time ago an Inspector adversely criticized a teacher. She came to me with her face haggard and drawn. She appealed to me. I called up her Principal and I said "What is the matter with that girl?" He said "Well, she evidently hasn't pleased the Inspector, but the only criticism I have of her is that she persists in seeing the funny side of everything." And I said, "Heaven bless the girl, I wish she were twins!" Some of these days we shall read an advertisement such as this. "Wanted, a bright breezy girl with a sunny disposition, one whose own childhood is not too far behind her that she has forgotten all about it. Only those with a sense of humor need apply." Wouldn't the children, who for years have been bored to death by some old frump who never saw a joke in her life, rise up and call us blessed?

Education is an infinitely continued story. The last few years have shown wonderful changes in education, but we are still the victims of five centuries of verbalistic knowledge, the word, the book, the dogma. The time has come when education must be less of a "knowing" and more of a "doing." There must be a closer touch between the life the boy or girl is afterwards to lead and his school life. I am going to quote from a magazine article:

"In the summer of 1918, Mr. — was asked to conduct an observation class in geometry at Johns Hopkins University. Twenty boys who had failed in geometry in the High Schools of Baltimore during the previous year sat sulky, sullen and obdurate in the schoolroom one hot August afternoon. The time allowed for getting this class interested in geometry, a subject they had spent a year in learning to hate, was half an hour. The teacher asked the boys if they had ever measured anything, and by what means. Disgustedly they referred him to a ruler and a tape. He then asked them how they would measure across a river, or how it was possible for the gunners of the Allies to measure to a certain place in the German lines where they wished to hit. Soon the boys were at work measuring around the school room, then out upon the campus for the actual measuring of inaccessible heights. In thirty minutes the whole attitude of the boys had changed towards geometry. They had connected the subject with life's needs. Interest and desire having been aroused good work was done by the worst pupils the City of Baltimore could furnish for experimentation."

In conclusion, Mr. Chairman, I want to say this—that in all our education we must like our Saviour of old place the child in the midst of us. He must be the centre around which everything else revolves. More important than subjects, greater far than methods, in the little child. And the deeper and more earnest the thought and care for His little ones, the nearer will His Kingdom come, and His will be done on earth as it is in Heaven. The Spirit of the Divine Father is the inspiration of the great work for childhood, and the belief that "It is not the will of your Father that one of these little ones shall perish," places a deep responsibility on all who are entrusted with the care and the training of children.

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